

**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**

**Manual for**  
**Division Directors of Testing**



**Levels                      Grade Clusters**

Preliteracy Level	K-1
Primary Level	2
Elementary Level	3-5
Middle Grades Level	6-8
High School Level	9-12

## NEW FOR SPRING 2005

Carefully review the Spring 2005 *Stanford English Language Proficiency (SELP) Test Administration DDOT Manual*, as well as the *STC Manual*, each level of *Directions for Administering* (DFA) (examiner's manual), and the *FORM A Supplementary Directions*. Please give attention to the following:

1. The SELP Test assesses the speaking, listening, reading, and writing skills of all limited English proficient (LEP) students in grades K–12.
2. FORM B of the SELP Test is considered to be the “main” form for testing all LEP students in grades K–12 during the Spring 2005 Administration. All scores from FORM B will be used in the English language proficiency calculations submitted to the USED Office of English Language Acquisition (OELA).
3. FORM B, may be administered to students with disabilities who are also classified as LEP in grades K–12 with an IEP that requires a read-aloud accommodation on the reading subtest of the SELP test. To ensure proper scoring, complete Section V—Disability Status and Section AA—Special Test Accommodations for the reading subtest. (Refer to section 5.7.1.)
4. FORM A of the SELP Test is designated for the administration of read-aloud and/or bilingual dictionary accommodation(s) with the Reading subtest for eligible LEP students in grades 3, 5, and 8.

Special procedures must be followed for these accommodated administrations. (Refer to additional criteria in section 5.7.1.)

**IMPORTANT NOTE:** To ensure proper scoring of the FORM A accommodated administrations, the newly customized Form A SELP Test response booklets for elementary and middle grades levels **MUST** be used. **DO NOT USE** last year's Form A response booklets for this purpose. You may use the Form A test booklets that you have in stock from last year.

When the newly customized response booklets for elementary and middle grades levels are ordered for Form A, you will automatically receive the *FORM A Supplementary Directions* with coding instructions for examiner's to use instead of the coding instructions in the 2004 FORM A Directions for Administering.

5. You will receive the division's overage shipment of SELP testing materials (secure and non-secure), about 10% of the division's enrollments, by March 7–11, 2005. Each schools' materials will be packaged by school and shipped to you by March 7–11. Each carton within a shipment will be numbered sequentially. The packing list for each shipment will be located at the top of box #1.
6. Make certain that the only answer documents that are distributed to LEP students indicate SELP Spring 2005 in the lower left corner for both FORM B and FORM A (Appendix I). Revisions have been made to the student demographic pages of the response booklet. Give special attention when gridding the following:

- **Section K—Proficiency Levels**

Based on the student's placement classification at the time of enrollment for the 2004–2005 school year, identify the student's level of English language proficiency by gridding level 1, level 2, level 3 **or** level 4. (Refer to section 5.7.1.)

- **Section M—RT-Code**

The SELP Reading subtest may be used as a substitute for the Standards of Learning (SOL) English test (grade 3) and the SOL English: Reading test (grades 5 and 8). Grid this section for eligible LEP students in grades 3, 5, and 8 who are classified at English language proficiency level 1 or level 2; or all LEP students in grades 3, 5, and 8 during their first year of enrollment in a U.S. school, regardless of their English language proficiency classification.

- **Section T—SOA Adjustment**

Complete this section if the school division is using this student's SELP Reading subtest score for calculating school accreditation. Eligible LEP students must be in grades 3, 5, or 8, who are classified at levels 1 or 2 of English language proficiency or in the first year of enrollment in a U.S. school AND have been enrolled in a Virginia public school for less than 11 semesters.

If Section T—SOA Adjustment is completed, then Section Z—Testing Status/Circle 11 must also be gridded.

- **Section Y—Additional Test Codes**

Grid Recovery, Retest, and /or D-Code as appropriate for eligible LEP students who are taking the Reading subtest of the SELP Test as a substitute for the SOL English test (grade 3), or the SOL English: Reading test (grades 5 and 8). (Refer to additional criteria in section 5.7.1)

**IMPORTANT NOTE: An “alert” will occur if both Recovery and Retest are gridded.**

- **Section Z—Testing Status**

**Give special attention to gridding the following codes:**

**Circle 6—Alternate Form Used.** If it is determined that a testing irregularity has occurred and retesting is required for one or more subtests, the DDOT must fax to the Virginia Department of Education the completed SELP Testing Irregularity Form for specific instructions. Form A will be used for those testing irregularities that require retesting of the Reading subtest at grades 3, 5, and 8.

**Circle 10—Testing Discontinued.** During an individual or group administration of the SELP subtests, it may become necessary for testing to be discontinued for an individual student with minimum English skills. The examiner must ensure that the following conditions have occurred.

#### FORM B Administrations

First, the Examiner should administer one of four SELP subtests. If the student is unable to answer the first five items of the initial subtest attempted, the Examiner should stop testing. In consultation with the STC or an ESL Specialist, the Examiner should choose another subtest and administer to the student. The second subtest may be administered on the same day or different day than the first subtest. If the student is unable to answer the first five items of the second subtest attempted, then testing should be discontinued and no other subtests should be administered. Section Z—Testing Status/Circle 10—Testing Discontinued should be gridded for all four subtests. (Refer to section 5.7.1.)

If testing is discontinued, the student's score report will indicate an English language proficiency level 1. If the student's reading subtest score is used as a substitute for the SOL English (grade 3) test or the SOL English: Reading test (grades 5 or 8), the score report will indicate fail.

#### FORM A Administrations

During an individual or group administration of the Reading subtest with the read-aloud and/or bilingual dictionary accommodation(s), it may become necessary for testing to be discontinued for an individual student with minimum English skills. The examiner must ensure that the following conditions have occurred.

First, LEP students who are eligible to take the SELP Test, Form A Reading subtest with the read-aloud and/or bilingual dictionary accommodation(s) must have taken all subtests or attempted two subtests of the SELP Test using Form B without the read-aloud and/or bilingual dictionary accommodation(s). If the examiner in consultation with the STC and/or an ESL specialist discontinued testing of Form B, but determines that the student may attempt the Form A Reading subtest with the read-aloud and/or bilingual dictionary, then the examiner should administer the test. Second, if the examiner determines that the student is unable to answer the first five items of the Form A Reading

subtest, testing should be discontinued and no other subtests should be administered. Section Z—Testing Status/Circle 10—Testing Discontinued should be gridded for the Reading subtests attempted.

**Circle 11—SELP Reading Score Used for Accreditation.** Complete for eligible LEP students in grades 3, 5, or 8 and if their score on the reading subtest is to be used in calculating school accreditation. Circle 11 should be completed only if the student is classified in levels 1 or 2 of English language proficiency or is in first year of enrollment in a U. S. school and your division has made a decision to use the score in accreditation.

7. As stated in Testing Memo No. 505, March 3, 2005, the individual checklist for LEP students with significant cognitive disabilities should be used only for those eligible students in grades K–12 for whom the IEP team and/or school-based LEP committee determined that the SELP test cannot be administered for the 2004-2005 school year. It is recommended that the checklist be completed by the student's teacher and used to determine at which level of English language proficiency the student is performing. For eligible LEP students participating in the Virginia Alternate Assessment Program (VAAP) at grades 3, 5, 8 and 11, submit their individual checklist with the division's VAAP Collection of Evidence (COE) to Questar Educational Systems, by March 10–28, 2005. For eligible LEP students (at grades K, 1, 2, 4, 6, 7, 9, 10, and 12) who are not submitting a VAAP COE this year, submit their individual checklist to the Virginia Department of Education, Division of Assessment and Reporting, by April 29, 2005.
8. Please follow these instructions for packing and shipping the answer documents. A more detailed explanation can be found in section 7.8.

FORM B test/response booklets must be bundled separately with an SSID sheet for each bundle. Totals should be recorded on the Division Master File Sheet. Send boxes to Harcourt Assessment, Inc. for scoring using orange return labels and UPS Next Day Air shipping labels.

FORM A response booklets must be bundled separately with an SSID sheet for each bundle. Totals should be recorded on the Division Master File Sheet. Send boxes to Harcourt Assessment, Inc. for scoring using pink return labels and UPS Next Day Air shipping labels.

FORM B and FORM A test/response booklets may be shipped in the same box, as long as they are bundled separately. If they are boxed together, ship using both orange and pink return labels and the UPS Next Day Air shipping labels.

Ship non-scorable secure SELP materials (Form B test booklets, Form B DFA) to Harcourt Assessment, Inc. using green return labels and UPS-Ground TRAC Air shipping labels.

Note: Form A test booklets and Form A DFA may be maintained in the school division in a locked secure location if these materials are used for placement.

9. Disposition of SELP Testing Materials

All unused Form B and Form A (elementary and middle grades) response booklets, DDOT Manuals, STC Manuals, the FORM A Supplementary Directions, and ancillary materials such as SSID sheets, Master File Sheets, and Paper bands should be disposed of according to division procedures. (See Appendix R.)

## TABLE OF CONTENTS

<b>1. BACKGROUND INFORMATION .....</b>	<b>7</b>
<b>2. USE OF THIS MANUAL FOR THE SPRING 2005 ADMINISTRATION.....</b>	<b>8</b>
<b>3. SPRING 2005 SELP TEST SCHEDULE.....</b>	<b>9</b>
<b>4. SCHOOL DIVISION RESPONSIBILITIES FOR SELF TESTING.....</b>	<b>10</b>
4.1    DDOT and ESL/Title III Coordinators (Division Level).....	10
4.2    Division Director of Testing (DDOT) .....	10
4.3    School Test Coordinators .....	10
4.4    Examiners .....	10
4.5    Proctors .....	10
<b>5. DUTIES OF THE DDOT: BEFORE TESTING.....</b>	<b>11</b>
5.1    Work with the School Test Coordinator or Designee to Identify Students to Be Tested ..	11
5.2    Schedule Testing Sessions.....	11
5.3    Review Procedures for Ensuring Test Security .....	12
5.4    Complete SELP Test Security Agreements.....	12
5.5    Receive and Verify Division Secure/Non-Secure Test Materials.....	12
5.5.1    Packaging of SELP Testing Materials .....	13
5.5.2    DDOT Kit of Ancillary Materials .....	13
5.6    Distribute Materials to Schools .....	14
5.6.1    Distribution of the Directions for Administration.....	14
5.7    Prepare Local Instructions .....	15
5.7.1    Coding of Student Demographic Information on Test/Response Booklet .....	15
5.7.2    Use of Pre-Identification (Pre-ID) labels .....	26
5.7.3    Scoring Service Identification (SSID) Sheet .....	26
<b>6. DUTIES OF THE DDOT: DURING TESTING .....</b>	<b>27</b>
6.1    Maintain a Contingency Plan .....	27
6.2    Monitor Test Administration .....	27
6.3    Identify and Resolve Testing Irregularities.....	27
6.4    Make-Up Testing Sessions .....	28
<b>7. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING.....</b>	<b>28</b>
7.1    Receive Scorable Test/Response Booklets.....	28
7.2    Verify Scorable Test/Response Booklets .....	28
7.2.1    School Master File Sheets .....	29
7.2.2    Division Master File Sheet .....	29
7.2.3    Paper-Banded Groups of Test/Response Booklets.....	29
7.3    Check Scoring Service Identification (SSID) Sheets .....	29
7.4    Check for Proper Orientation of Scorable Test/Response Booklets.....	30
7.5    Pack Scorable Test/Response Booklets, Groups 1 and 2.....	31
7.6    Ensure Proper Sequence for Packing Scorable Test/Response Booklets .....	31
7.7    Ship Scorable Test/Response Booklets.....	31
7.8    Arrange UPS Pick-up of Scorable Test/Response Booklets .....	32

7.9	Verify Receipt of All Required Forms from Schools.....	33
7.10	Complete and Return the Division Affidavit .....	33
7.11	Ensure Proper Sequence for Packing Non-Scorable Test/Response Booklets and Unused Materials (Group 3).....	33
7.12	Pack Non-Scorable Test/Response Booklets and Unused Materials, Group 3 .....	34
7.13	Complete the Division Non-Scorable Secure Testing Materials Return Affidavit .....	34
7.14	Ship Non-Scorable Test Booklets and Unused Materials, Group 3.....	34
7.15	Arrange UPS Pick-up of Non-Scorable and Unused Materials .....	35
7.16	Review Disposition of SELP Test Material .....	35

## APPENDICES

<b>APPENDIX A.</b>	Test Security Guidelines .....	37
<b>APPENDIX B.</b>	<i>Examiner's/Proctor's Test Security Agreement</i> .....	38
<b>APPENDIX C.</b>	<i>School Test Security Agreement</i> .....	39
<b>APPENDIX D.</b>	<i>Division Test Security Agreement</i> .....	40
<b>APPENDIX E.</b>	<i>Division Verification of Receipt of Testing Materials/Inventory Record</i> .....	41
<b>APPENDIX F.</b>	<i>School Verification of Receipt of Testing Materials/Re-Order Form</i> .....	42
<b>APPENDIX G.</b>	<i>Division Re-Order Form—Non-Secure/Secure Materials</i> .....	43
<b>APPENDIX H.</b>	<i>School Test Coordinator's/Examiner's Test Booklet Transmittal Form/Affidavit</i> .....	45
<b>APPENDIX I.</b>	Sample Response Booklet Demographic Pages.....	46
	Sample SSID.....	48
<b>APPENDIX J.</b>	Special Test Accommodations.....	49
<b>APPENDIX K.</b>	<i>Test Irregularity Form</i> .....	50
<b>APPENDIX L.</b>	Sample Division Master File Sheet.....	51
	Sample School Master File Sheet.....	52
<b>APPENDIX M.</b>	<i>School Affidavit</i> .....	53
<b>APPENDIX N.</b>	<i>Division Affidavit</i> .....	54
<b>APPENDIX O.</b>	<i>Division Non-Scorable Testing Material Returned Affidavit</i> .....	55
<b>APPENDIX P.</b>	Sample Return Box Labels .....	56
<b>APPENDIX Q.</b>	Packing Poster .....	57
<b>APPENDIX R.</b>	Disposition of Test Materials.....	58

# 1. BACKGROUND INFORMATION

As stated in the June 25, 2004, Informational Superintendent's Memorandum No. 32, the state-approved English language Proficiency Test for the 2004–2005 school year, as required in Section 1111 (b) (7) of the *No Child Left Behind (NCLB) Act of 2001*, is the Stanford English Language Proficiency (SELP) Test, developed by Harcourt Assessment, Inc. The SELP Test was augmented to align with the Virginia English Language Proficiency (ELP) standards. Prereading and prewriting subtests were added to the preliteracy level, additional passages were added the reading subtest for elementary, middle grade and high school levels, a custom rubric was developed by Virginia educators for grades 2–12 for the direct writing subtest, and custom student demographic pages were developed for use in the response booklets.

A separate form of the SELP Test is available for each of the five grade clusters defined in Virginia's ELP standards. Listed in Table 1.1 are the grades and levels of the SELP Test that will be administered in Spring 2005.

**Table 1.1—Grades and Levels**

Grades	Levels
K–1	Preliteracy
2	Primary
3–5	Elementary
6–8	Middle
9–12	High School

The SELP Test assesses the general ability levels of students in critical English language skills through the subtests outlined in Table 1.2.

**Table 1.2—Subtests**

Subtest	Measures	Format	Administration
Preliteracy— Prewriting	Letter recognition, conventions (capitalization, grammaticality, spelling), and fluency	Multiple-Choice	Group
Preliteracy— Prereading	Competency related to concepts of print, beginning/ending sounds, and comprehension of printed words, sentences, and short passages	Multiple-Choice	Group
Listening	Comprehension of authentic conversational English	Multiple-Choice	Group
Writing Conventions	Application of the principles of effective writing (sentence structure, mechanics, capitalization, punctuation, word usage, and spelling)	Multiple-Choice	Group
Reading	Decoding, vocabulary, and comprehension	Multiple-Choice	Group
Direct Writing	Authentic information such as word choice, organization and varied sentence structure, and degree of fluency	Performance	Group
Speaking	Accuracy, fluency, naturalness of speech rate and rhythm, and overall intelligibility	Performance	Individual

### **IMPORTANT NOTES**

- All SELP subtests are untimed.
- Due to security concerns, the Virginia Department of Education requests that school and division staff do not read through and/or take any of the SELP subtests.
- The table on page 12 of the DFA recommends the preferred order in which the SELP subtests may be administer, but not a requirement.

## **2. USE OF THIS MANUAL FOR THE SPRING 2005 ADMINISTRATION**

This Division Directors of Testing (DDOT) manual describes procedures that should be followed before, during, and after the administration of the Spring 2005 SELP Test administration.

This manual includes the following information:

- background information on the SELP Test
- school division responsibilities for the SELP testing
- your responsibilities before, during, and after the testing sessions
- steps for organization and return of test materials to Harcourt Assessment Inc., after testing is completed
- appendices for reproduction as necessary

Become familiar with this manual and the SELP Test training materials distributed to you the School Test Coordinators (STC).

### 3. SPRING 2005 SELP TEST SCHEDULE

Date	Activity	Responsibility
Feb 4–Feb 18	Order SELP Test materials from Harcourt through CERVS Website at <Va.harcourt.com>.	DDOT
March 7–11	Deliver SELP Test materials to DDOT. Deliver DDOT and STC Kits.	Harcourt
March 28–April 29	Conduct <b>Schedule 1 Testing Administration</b> . Include eligible LEP students <b>who will</b> use the SELP reading subtest as a substitute for the SOL English test (grade 3) and English: Reading test (grades 5 and 8).	School Divisions
March 28–June 10	Conduct <b>Schedule 2 Testing Administration</b> . Include LEP students who are in grades K–12 and classified at English language proficiency level 1, level 2, level 3, and level 4 as well as all LEP students on monitor status year 1 or 2. LEP students participating in this administration <b>will not</b> use the SELP Test as a substitute for the grade 3 SOL English test or the Grade 5 and 8 English: Reading test.	School Divisions
May 6 or before	Ship Scorable SELP Test/Response Booklets from <b>Schedule 1</b> administration to Harcourt Assessment, Inc., San Antonio, TX.	DDOT
June 17 or before	Ship Scorable SELP Test/Response Booklets from <b>Schedule 2</b> administration to Harcourt Assessment, Inc., San Antonio, TX.	DDOT
Within 5 weeks after Harcourt's receipt of alert-free Test/Response Booklets	Deliver score reports to school divisions' DDOT for Schedule 1 and Schedule 2 administrations.	Harcourt
June 24	Return the SELP Test Division Affidavit to the Virginia Department of Education by fax (1-804-371-8978).	DDOT
July 15	Ship non-scorable secure SELP testing materials (Form B and Form A) to Harcourt Assessment, Inc., San Antonio, TX.	DDOT

## **4. SCHOOL DIVISION RESPONSIBILITIES FOR SELF TESTING**

### **4.1 DDOT and ESL/Title III Coordinators (Division Level)**

The DDOT and division-level English as Second Language (ESL)/Title III Coordinators are encouraged to share responsibilities for administration of the SELP Test in the following ways:

The DDOT and division-level ESL/Title III Coordinators may jointly determine test dates and schedules (including make-up testing sessions), oversee and/or assist with school-level training of School Test Coordinators and Examiners/Proctors, that the response booklets are coded correctly, monitor test administration, and ensure that test security guidelines are followed.

### **4.2 Division Directors of Testing (DDOT)**

The DDOT are responsible for ordering, receiving, distributing, collecting, and returning SELP Test materials (secure and non-secure), monitoring test administrations, identifying and resolving test irregularities, checking testing materials after testing, packing and shipping testing materials to Harcourt, and receiving and distributing score reports.

### **4.3 School Test Coordinator (STC)**

The STCs are responsible for working with the appropriate school-level staff to identify students to be tested, arranging locations for testing, identifying test examiners/proctors, receiving SELP Test training materials, and coordinating the training session(s) for examiners/proctors, receiving testing materials from the DDOT, distributing testing materials to Examiners, monitoring test administrations, resolving test irregularities, checking testing materials after testing, and packing testing materials for return to DDOT after testing.

### **4.4 Examiners**

Examiners are responsible for administering the SELP Test according to procedures in the *SELP Test Directions for Administering, (DFA)*, as directed by the STC, coding student demographic information in the test/response booklet, bundling test materials for return to the STC, and ensuring the security of test materials.

### **4.5 Proctors**

Proctors, if used, are responsible for assisting the Examiners in the administration of the SELP Test according to procedures in the *SELP DFA* and for ensuring the security of test materials.

## 5. DUTIES OF THE DDOT: BEFORE TESTING

### 5.1 Work with the School Test Coordinators or Designee to Identify Students to Be Tested

In its Consolidated State Application, submitted to the U.S. Department of Education (USDE) on September 1, 2003, Virginia has further defined Limited English proficient (LEP) students as those who are identified as level 1, level 2, level 3, level 4, monitor year 1, or monitor year 2 according to the English Language Proficiency Standards of Learning. At the end of the second year of monitor status, LEP students are classified as non-LEP (formerly LEP).

**NOTE:** The SELP Reading Subtest may be substituted for the Standards of Learning (SOL) English test, grade 3, and English: Reading test, grade 5 and 8.

There are two categories of LEP students who may use the reading subtest of the SELP Test as a substitute for the English test (grade 3) and English: Reading test (grades 5 and 8). They are: (1) LEP students at proficiency level 1 and level 2 in grades 3, 5, and 8, and (2) all LEP students regardless of their English language proficiency level in grades 3, 5, and 8 during their first year of enrollment in a U.S. school.

### 5.2 Schedule Testing Sessions

Work with the division-level ESL/Title III Coordinator and the designated STCs to establish the testing schedule and appropriate make-up testing schedules for schools in your division.

#### ***Schedule 1: March 28–April 29, 2005***

Eligible LEP students who will use the reading subtest of the SELP Test as a substitute for the grade 3 SOL English test and the grades 5 and 8 SOL English: Reading test should be included in Schedule 1 testing administration. They are: (1) LEP students who are in grades 3, 5, and 8 and classified at English language Proficiency level 1 or level 2; and (2) all LEP students during their first year of enrollment in a U.S. school, regardless of their English language proficiency classification.

Response booklets for Schedule 1 must be shipped to Harcourt Assessment Inc. in San Antonio, Texas, by May 6, 2005.

#### ***Schedule 2: March 28–June 10, 2005***

Schedule 2 testing administration should include your division's SELP testing window for LEP students who are in grades K–12 and classified at English language proficiency level 1, level 2, level 3 level 4 and on monitor status year 1 or 2. LEP students participating in the Schedule 2 testing administration will not use the SELP Test as a substitute for the SOL English test (in grade 3) or English: Reading test (in grades 5 and 8).

Response booklets for Schedule 2 must be shipped to Harcourt Assessment, Inc. in San Antonio, Texas, by June 16, 2005.

### ***Make-up Testing Sessions***

The SELP Test make-up testing sessions are to be completed according to your division's make-up testing schedule as long as the schedule affords each student an adequate opportunity to take the missed test(s) on a make-up basis. Your make-up schedule must also allow time for assembly and shipment of all scorable test/response booklets by the due dates outlined previously. Score reports will be returned to school divisions within five weeks after Harcourt's receipt of alert-free scorable test/response booklets.

## **5.3 Review Procedures for Ensuring Test Security**

Each school division must ensure the security and accountability of all SELP Test materials from the time of receipt until all testing is completed. Within the division, the DDOT has primary responsibility for the security of test materials (see Appendix A).

**NOTE: Without exception,** all copies of the secure test booklets, DFAs, and used test/response booklets must be kept in secure, locked storage at all times when they are not in use in an actual testing session.

**NOTE:** The Directions for Administering (DFA) is a **secure document**. It contains live test items and must be handled and maintained in a **secure, locked place** before and after testing.

## **5.4 Complete SELP Test Security Agreements**

You or other designated division-level staff, if applicable, must read, sign, and date the *SELP Test Division Test Security Agreement* (Appendix D) and the *SELP Test Division Affidavit* (Appendix N). Only the Division Affidavit must be returned to the Virginia Department of Education by fax at 1-804-371-8978 on later than June 24, 2005.

You should instruct the STCs to collect the completed *Examiner's/Proctor's Test Security Agreements* (Appendix B) and the *School Test Security Agreement* (Appendix C). Security agreements/affidavits should be maintained locally as you have directed.

## **5.5 Receive and Verify Division Secure/Non-Secure Test Materials**

Harcourt will ship the SELP Test materials (secure and non-secure) directly to the school division. These shipments will be delivered by March 7–11, 2005. The shipment will be packed by school, and delivered to you for distribution to the schools. Verify receipt of shipment for each school receiving materials by reviewing a copy of the school's pack list

located in box #1 of the shipment. Also record this information on the *Division Verification of Receipt of Testing Materials Inventory Record* (Appendix E). This will serve as an inventory record to be used when materials are returned to you from the schools.

The boxes will be labeled with the school name on the outside and numbered sequentially, 1 of X, 2 of X and so on.

You will receive an overage of 10% materials of the total division enrollments. The division overage materials are shipped separately by March 7–11, 2005. These cartons will be numbered sequentially, “1 of X,” “2 of X,” and so on.

Within 3 days after receipt of division overage materials, verify that the quantities of all materials received match those listed on the packing list in box #1 of the shipment. If the division overage shipment appears incomplete in any way, call the Harcourt SELP Program Coordinator at 1-800-763-2306

Retain all dual-purpose cartons in which materials are shipped because they can be used to return scoring response booklets and testing materials to Harcourt Assessment, Inc.

### **5.5.1 Packaging of SELP Testing Materials**

All response and test booklets will be packaged in fives. The DFAs will be shipped as singles. One DFA will be provided for every 10 test booklets received. The Form A Supplementary Directions will be shipped based on one for every 10 Form A (newly customized) Response Booklet received. Note: The Form A Supplementary Directions must be used in conjunction with coding student demographic information in the newly customized Form A Response Booklet for elementary level and middle grades level.

### **5.5.2 DDOT Kit of Ancillary Materials**

The DDOT kit includes ancillary materials that will be needed for packaging and returning the division’s response booklets for scoring and the non-scorable or unused materials. Your DDOT kit includes:

- DDOT Manual
- Cover Letter
- Packing List for each school
- Packing poster
- Division Master File Sheet (MFS)
- Pre-printed Scoring Service Identification (SSID) Sheets
- Blank SSID Sheets in the event extras are needed
- Orange labels for returning scorable materials
- Pink labels for returning scorable Form A materials (Response Booklets for Elementary & Middle Grades accommodations)
- Green labels for returning non-scorable or unused materials

- Paper bands for bundling response booklets
- UPS “Next Day Air” Shipping Labels for returning response booklets for scoring
- UPS Ground-TRAC Labels for returning non-scorable or unused secure materials

## 5.6 Distribute Materials to Schools

**NOTE:** Due to security concerns, the Virginia Department of Education requests that school and division staff **do not** read through and/or take any part of the SELP subtests.

The secure SELP Test booklets and DFAs should be delivered to schools within **24–96 hours (1–4 school days)** prior to the date of testing. A copy of the *SELP Test School Test Coordinator’s/Examiner’s Test Booklet Transmittal Form/Affidavit* (Appendix H) must be completed and delivered to each designated School Test Coordinator at the same time as the test booklets. Complete instructions are outlined on the form. This form is to be used to sign test booklets “OUT” and “IN” to each Examiner.

### 5.6.1. Distribution of the Directions for Administering

**NOTE:** The Directions for Administering (DFA) is a **secure document**. It contains live test items and must be handled and maintained in a **secure, locked place** before and after testing.

If you and the STC choose to use the DFA during a training session with Examiners and Proctors prior to testing or when distributing the DFA for use during an actual testing session, security measures must be considered. You may elect to use the following procedures or devise another appropriate method.

#### ***Distribution and Return of the DFA***

1. Place a unique number on each DFA, such as the following:  
 Preliteracy Level: 1PL, 2PL, 3PL, etc.  
 Primary Level: 1P, 2P, 3P, etc,  
 Elementary Level: 1E, 2E, 3E, etc.  
 Middle Grades Level: 1MG, 2MG, 3MG, etc.  
 High School Level: 1HS, 2HS, 3HS, etc.  
 The numbers may be printed on labels or hand written.
2. Place the numbers directly onto the front cover of the DFA.

3. For a training session, distribute the DFA to individuals and have each one sign a Check-out/in Sheet with corresponding numbers that have been placed on the DFAs.

OR

4. For a testing session, have the Examiner/Proctor add the DFA number to the STC/Examiner's Test Booklet Transmittal Form/Affidavit.

Note: The Form A Supplementary Directions is not a secure document.

## 5.7 Prepare Local Instructions

The following information may be addressed in your local instructions to the STC.

Topics may include, but are not limited to, the following:

- responsibilities of School Test Coordinator and Examiners/Proctors
- tests to be administered
- security requirements
- procedures for the school to notify the DDOT if the testing schedule must change
- provision of appropriate accommodations for students based on their IEP or 504 management plans or the LEP participation plans
- effective proctoring of testing sessions
- the handling of testing irregularities
- organization and packing of materials for return to the DDOT

### 5.7.1 Coding of Student Demographic Information on Test/Response Booklet

Student Demographic Information must be coded on the demographic pages located on the back cover of the **test booklet** for the *Preliteracy* (grades K–1) and *Primary Level* (grade 2).

Student Demographic Information must be coded on the demographic pages located on the back cover of the **response booklet** for the *Elementary Level* (grades 3–5), *Middle Grades Level* (grades 6–8), and *High School Level* (grades 9–12).

#### **Sections A, B, C, and D**

Do not complete these sections if your school division ordered Pre-ID labels.

Note: Sections A, B, C, and D must be completed by the Examiner or an adult for students in grades K–1 and 2. Otherwise, the student's name, date of birth, and gender may be completed by the students themselves, but to enhance accuracy, you may request that this information is completed by the Examiner or another adult before testing.

#### **Section E—Race/Ethnicity**

Do not complete these sections if your school ordered Pre-ID labels with this information.

**NOTE:** Sections A, B, C, and D must be completed by the Examiner or an adult for students in grades K–1 and 2.

Otherwise, students, Examiners, or other adults may complete this section. Students with origins in the Pacific Islands may choose to code Pacific Islander or Native Hawaiian.

The "unspecified" bubble may be completed for students with a multi-ethnic background, or a student who does not identify with one of the other race/ethnicity groups may choose to complete the "unspecified" bubble in Table 5.7.1.1. If students object to completing this section, it may be left blank.

**Table 5.7.1.1—Race/Ethnicity Guidelines**

<b>RACE/ETHNICITY</b>	<b>GUIDELINES</b>
American Indian or Alaska Native	A person having origins in any of the original peoples of North America who maintains cultural identification through tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippines, and Samoa.
Black (not of Hispanic origin)	A person having origins in any of the black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not of Hispanic origin)	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Native Hawaiian	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Island.
Unspecified	A person having a multi-ethnic background who does not identify with one of the other groups listed above.

### **Section F—Grade**

Do not grid Section F—Grade if your school ordered Pre-ID labels.

Note: This section must be completed by the Examiner or an adult for students in grades K–1 and 2.

Otherwise, the student's grade may be completed by the student. To enhance accuracy, you may request that the student's grade to be completed by the Examiner or another adult.

**NOTE:** Section F—Grade/**Circle T** should be completed for students not currently enrolled, but who already have sufficient standards credits to graduate and who are returning only to take the SELP Reading subtest as a substitute for the grade 8 SOL English: Reading test to satisfy the literacy requirement of the modified standard diploma. Additionally, Circle T may be completed for students who are beyond school age but who are taking the SELP Reading subtest to satisfy the literacy requirement of the modified standard diploma. Such students may be enrolled in a class within an adult education program. Circle T should be completed by an Examiner or another adult.

### **Section G—Student Number**

#### **Local Option**

If this section is to be completed, ensure that STCs understand your school division's procedures. All 12 positions will be read and carried in the student number field. Be sure to provide instructions regarding right or left justification and/or using zeros to complete all 12 positions to ensure properly formatted student numbers as needed for your division.

### **Section H—Local Use #1 and Section I—Local Use #2**

If these sections are to be completed, ensure that STCs understand your school division's procedures.

### **Section J—Testing Administration**

Do not complete Section J—Testing Administration if your school division ordered Pre-ID labels with this information.

Otherwise, request that the testing administration to be completed by the Examiner or another adult.

Two categories of LEP students are eligible to use the reading subtest of the SELP Test as a substitute for the SOL English: Reading test. They are:

- 1) LEP students who are in grades 3, 5, and 8 and classified at English language proficiency level 1 or level 2; and
- 2) all LEP students during their first year of enrollment in a U.S. school, regardless of their English language proficiency classification.

**Schedule 1** testing administration (March 28–April 29, 2005) should include eligible LEP students who **will use** the SELP reading subtest as a substitute for the SOL English test (grade 3) and English: Reading test (grades 5 and 8).

**Schedule 2** testing administration (March 28–June 10, 2005) should include LEP students who are in grades K–12 and classified at English language proficiency level 1, level 2, level 3, and level 4 as well as all LEP students on monitor status year 1 or 2.

Students participating in the Schedule 2 administration **will not** use the SELP Test as a substitute for the SOL English: Reading test.

### **Section K—Proficiency Levels**

Do not complete Section K—Proficiency Levels if your school division ordered Pre-ID labels with this information. Otherwise, request that proficiency levels are to be completed by the Examiner or another adult.

Based on the student's placement classification at the time of enrollment for the 2004–2005 school year, identify the student's level of English language proficiency by choosing level 1, level 2, level 3 or level 4.

### Proficiency Levels 1–4

LEP students in grades kindergarten and 1 who are classified at English language proficiency level 1 or level 2 must take all four subtests (listening, speaking, prereading, and prewriting) of the SELP Test.

LEP students in grade 2 who are classified at English language proficiency level 1, level 2, or level 3 must take all four subtests (listening, speaking, reading, and writing) of the SELP Test.

LEP students in grades 3 through 12 who are classified at English language proficiency level 1, level 2, level 3, or level 4 must take all four subtests (listening, speaking, reading, and writing) of the SELP Test.

### Monitor Status

Students are placed on monitor status for two consecutive years after they have achieved full proficiency on the Virginia English Language Proficiency standards. Students in grades kindergarten and 1 must achieve full proficiency in level 2 before placement on monitor status. Students in grade 2 must achieve full proficiency in level 3 before placement on monitor status. Students in grades 3 through 12 must achieve full proficiency in level 4 before placement on monitor status. Students on monitor status (year 1 or 2) are required to take only the reading and writing subtests of the SELP Test.

**Monitor Year 1** should be completed for LEP students as illustrated in Table 5.7.1.2.

Students on monitor year 1 status are required to take only the reading and writing subtests of the SELP Test.

**Monitor Year 2** should be completed for LEP students as illustrated in Table 5.7.1.2.

Students on monitor year 2 status are required to take only the reading and writing subtests of the SELP Test.

**Table 5.7.1.2—Student Placement on Monitor Status after Achievement of Full Proficiency**

Grades	Level 1	Level 2	Level 3	Level 4	Monitor Year 1	Monitor Year 2
K–1	X	X	N/A	N/A	X	X
2	X	X	X	N/A	X	X
3–12	X	X	X	X	X	X

**NOTE:** To avoid delays in processing score reports, accurate gridding is critical for Section K—Proficiency Levels/Monitor Year 1 and Monitor Year 2. An “alert” will occur if the Listening and Speaking subtests are taken and Monitor Year 1 or Monitor Year 2 are completed.

**Other (Leave Blank)**

Do not complete “other” unless authorized by the Virginia Department of Education.

**Section L—N-Code**

Do not complete Section L—N-Code if your school division ordered Pre-ID labels with this information. Otherwise, request that the N-Code to be completed by the Examiner or another adult.

This section should be completed for students who are classified as economically disadvantaged. A student is economically disadvantaged if he/she (1) is eligible for free or reduced-price lunch, (2) receives TANF (Temporary Aid for Needy Families), or (3) is eligible for Medicaid.

**Section M—RT-Code**

This section should be completed only for eligible LEP students in grade 3, 5, or 8 who will take the reading subtest of the SELP Test as a substitute for the grade 3 SOL English test or the grades 5 and 8 SOL English: Reading test.

**Section N—A-Code**

Do not complete Section N—A-Code unless authorized by the Virginia Department of Education.

**Section O—FIELD NOT USED****Section P—AYP Adjustment**

This section is included to collect data pertinent to the *No Child Left Behind Act of 2001* for eligible LEP students in grade 3, 5, or 8 who are taking the SELP Reading subtest as a substitute for grade 3 SOL English test or grades 5 and 8 SOL English test. Choose only one of Circle A, B, or C if the student meets the criteria that follows:

**Circle A—Transfer from within division**

Student was enrolled in the division on or before September 30 of the school year and has been enrolled in the division continuously as of the date of testing. The student transferred from one school to another within the division during this time period.

**Circle B—Transfer from outside division (*from within the state*)**

Student was enrolled in Virginia public schools on or before September 30 of the school year and has been enrolled in the Virginia public schools continuously as of the date of testing. The student transferred from one division to another **within** the state during this time period.

**Circle C—Transfer from outside state**

Student was not enrolled in the Virginia public schools on September 30 of the school year and/or has **not** been enrolled in the Virginia public schools continuously as of the data of testing.

### **Circle D—Students classified as LEP and in the U.S. less than one school year**

Before completing Section P—AYP Adjustment/Circle D, review the updated definition carefully for LEP students. Complete Circle D for students who are classified as LEP (level 1, level 2, level 3, level 4, monitor year 1 or monitor year 2) and who have been enrolled in a U.S. school for less than one school year. This would include LEP students who enrolled in a U.S. school on or after the first day of the 2004–2005 school-year.

### **Section Q—FIELD NOT USED**

### **Section R—Student Category**

This section should be completed for students meeting the following criteria:

- 1. Migrant.** A child who is, or whose parent or spouse is, a migratory agricultural worker (including a migratory dairy worker or a migratory fisher) and who, in the preceding 36 months (in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work) has done one of the following:
  - a. has moved from one school district to another;
  - b. in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
  - c. resides in a school district of more than 15,000 square miles, and migrated a distance of 20 miles or more to a temporary residence to engage in a fishing activity
- 2. Homeless.** A child who is homeless and attending any school served by the local education agency.
- 3. Neglected or Delinquent.** A child who is in a local institution for neglected or delinquent children and youth or attending a community day program for such children.

### **Section S—FIELD NOT USED**

### **Section T—SOA Adjustment**

Complete Section T—SOA Adjustment only if scores for the SELP Reading subtest in grades 3, 5, or 8 are to be used for accreditation. Section Z—Testing Status/Circle 11 must also be completed.

Complete this section for LEP students and transfer students who meet the criteria listed below:

**Limited English Proficient (LEP) Student.** Mark an LEP student in the SOA Adjustment section **ONLY** if she/he is classified in level 1 or 2 of English language proficiency in Section K—Proficiency Levels **AND** has been enrolled in a Virginia public school for less than 11 semesters.

Students who are in membership for the majority of days in a semester are considered to have been enrolled for that semester.

**Transfer Students.** Complete the Transfer Circle in Section T—SOA Adjustment if the student meets any one of the following criteria:

- **Grade 3, 5, or 8 Regular Schedule:** Student enrolled from another school division, another state, private school, or home instruction **AFTER** the 20th instructional day following the opening of school; OR
- **Grade 8 Block Schedule:** Student enrolled from another school division, another state, private school, or home instruction **AFTER** the 20 instructional hours have elapsed since the beginning of the spring semester; OR
- **Grade 3, 5, or 8:** Student who has transferred out of and back into the division during the school year and have been carried in your division’s membership for 50% or less of the school year (or 50% of the semester, if on block schedules).

**Section U—FIELD NOT USED**

**Section V—Disability Status**

Do not complete Section V—Disability Status if your school division ordered Pre-ID labels with this information. Otherwise, request that the disability status to be completed by the Examiner or another adult.

Choose only one circle.

If more than one disability exists, complete the primary disability code. A disability category must be entered for any student who is identified as having a disability and is provided an accommodation specified in an Individualized Education Program (IEP) or 504 Management Plan.

Use the following Disability Status Codes to complete Section V—Disability Status for any student who is identified as having a disability. Use categories 1–14 and category 16 for students who are eligible for services under the Individuals with *Disabilities Education Act (IDEA)* and who have IEPs. Use category 15 for “otherwise qualified handicapped” students who are eligible for services under Section 504 of the *Rehabilitation Act of 1973*. Table 5.7.1.3 lists the Disability Status Codes to be used in completing Section V—Disability Status in the response booklet.

**Table 5.7.1.3—Disability Status Codes**

<b>Code</b>	<b>Disability Status</b>
1	Mental Retardation
2	Severe Disabilities
3	Multiple Disabilities
4	Orthopedic Impairment
5	Visual Impairment (including blindness)
6	Hearing Impairment/Deaf
7	Learning Disability
8	Emotional Disturbance
9	Speech/Language Impairment
10	Other Health Impairment
11	Blank
12	Deaf-Blind
13	Autism
14	Traumatic Brain Injury
15	Otherwise Qualified Handicapped Under Section 504
16	Developmental Delay (through age 8)
17–20	These circles should be left blank (positions not used).

**Section W—FIELD NOT USED****Section X—FIELD NOT USED****Section Y—Additional Test Codes**

Complete this section for eligible LEP students who are taking the reading subtest of the SELP Test as a substitute for the grade 3 SOL English test or grade 5 and 8 English: Reading test. Complete Recovery, Retest, and/or D-Code for students who meet the criteria in Table 5.7.1.4.

**Table 5.7.1.4—Additional Test Code Criteria**

<b>If a LEP student is...</b>	<b>Recovery</b>	<b>Retest</b>	<b>D-Code</b>
Participating in a remediation recovery program; and retaking the Reading subtest of the SELP Test—grid <b>Recovery</b>	X	N/A	N/A
In grade 9; pursuing a modified standard diploma; participating in a remediation recovery program; and retaking the Reading subtest of the SELP Test—grid <b>Recovery</b> and <b>D-Code</b>	X	N/A	X
In grades 9, 10, 11, or 12; pursuing a modified standard diploma; and retaking the grade 8 SELP Reading subtest—grid <b>Retest</b> and <b>D-Code</b>	N/A	X	X
In grades 9, 10, 11, or 12; pursuing a modified standard diploma and testing for the FIRST time to verify grade 8 literacy requirement—grid <b>D-Code</b>	N/A	N/A	X

**NOTE:** To avoid delays in processing score reports, accurate gridding is critical for Section Y—Additional Codes. An “alert” will occur if both **Recovery** and **Retest** are completed.

### **Additional Test Codes/PT-Code**

Do not complete Section Y—Additional Test Codes/PT-Code unless authorized by the Virginia Department of Education.

### **Section Z—Testing Status**

Following the completion of make-up testing, only an Examiner or another designated adult is to complete this section, to explain why a student did not take one or more of the required SELP subtests, in Table 5.7.1.5.

**Table 5.7.1.5—Testing Status Coding**

<b>Grid Circle Number</b>	<b>If the LEP Student...</b>
1 = Absent	Missed the regular and make-up testing sessions.
2 = IEP or 504 Management Plan	Grid only if instructed to do so by your DDOT/STC.
3 = Limited English Proficient (LEP)	Do not grid (no exemptions allowed).
4 = Medical Emergency	Did not take the SELP test due to a medical emergency.
5 = Refusal/Disruptive	Refused to take SELP test or was too disruptive during testing.
6 = Alternate Form Used for Testing Irregularity	Grid only with authorization from Virginia Department of Education.
7 = Student Cheated	Grid only if instructed to do so by your DDOT/STC if it is determined that a student cheated.
8 = Other	Grid Circle 8 only with authorization from VDOE.
9 = Other	Grid Circle 9 only with authorization from VDOE.
10 = Testing Discontinued	Grid only if instructed to do so by your DDOT/STC if it is determined during testing that a student has minimum English skills.
11 = SELP Reading Subtest Scores to be used for Accreditation	Grid only if instructed to do so by your DDOT/STC (for grades 3, 5, and 8).
12 = Other	Grid Circle 12 only with authorization from VDOE.

### **Additional Procedures for Coding Testing Status**

**NOTE—Reading Subtest Only:** To avoid delays in processing score reports, accurate gridding is critical for Section Z—Testing Status. An “alert” will occur if the Reading subtest is blank AND Section Z—Testing Status is blank or multiple marked AND Section M—RT-Code is gridded AND Grades 3, 5, or 8 is gridded.

#### **Circle 4—Medical Emergency**

Students who are eligible for this category are those who are absent for the entire testing window due to hospitalization or serious illness as well as those who become ill while testing and who are then absent due to illness during the make-up period. Significant medical emergencies must be documented by a medical doctor. This documentation must be maintained locally in the division files.

Circle 4 should be completed by an Examiner or another adult.

#### **Circle 6—Alternative Form Used**

If it is determined that a testing irregularity has occurred and **retesting is required** for one or more subtests, the DDOT must fax to the Virginia Department of Education the completed SELP Testing Irregularity Form for specific instructions. Form A should be used only for those testing irregularities that require retesting. To ensure proper scoring, Testing Status, Circle 6 must be gridded for the appropriate subtest(s) on Form A.

Circle 6 should be completed by an Examiner or another adult.

#### **Circle 10—Testing Discontinued**

For students with minimum English skills, conduct the following steps to determine if testing should be discontinued:

- 1) The Examiner should first administer the SELP Speaking subtest.
- 2) If the student is unable to answer the first five items of the Speaking subtest, the Examiner should stop testing.
- 3) In consultation with the STC or an ESL Specialist, the Examiner should choose another subtest (Reading, Writing, or Listening) and administer to the student. The second subtest may be administered on the same or a different date than the Speaking subtest.
- 4) If the student is unable to answer the first five items of the second subtest attempted, then testing should be discontinued. Section Z—Testing Status/Circle 10—Testing Discontinued should be gridded for all four subtests. (Updated 3/05)

Section Z—Testing Status/Circle 10—Testing Discontinued should be gridded for all four subtests. Circle 10 should be completed by an Examiner or another adult. (Updated 3/05)

#### **Circle 11—SELP Reading Score Used for Accreditation**

Complete Circle 11 for eligible students in grades 3, 5, or 8 and if their score on the reading subtest is to be used in calculating school accreditation. Circle 11 should be completed only if the student is classified in levels 1 or 2 of English language proficiency in Section K—Proficiency Levels and your division has made a decision to use the score in accreditation.

Circle 11 should be completed by an Examiner or another adult.

**Section AA—Special Test Accommodations.** Certain students with disabilities and students identified as Limited English Proficient (LEP) may receive testing accommodations. Only those testing accommodations that are specified in the IEP or 504 Management Plan for students with disabilities or on the *LEP SOL Participation Plan* may be used. Complete

Section AA—Special Test Accommodations if any testing accommodations are used. Grid all accommodations that apply. Accurate gridding of this section is critical. **If an accommodation is gridded, the student’s primary disability and/or LEP status must also be gridded unless it is carried on the Pre-ID file.**

### IMPORTANT NOTE

Use special procedures if students have the following accommodations on the SELP Reading subtest:

Circle 14—Read-aloud test items in English

Circle 17—Use of the bilingual dictionary

#### **Use of FORM B with Read-Aloud Accommodation** **(for Students with Disabilities Only)**

Students with disabilities, who are also classified as LEP in grades K–12 with an Individual Education Program (IEP) that requires a read-aloud accommodation on the reading subtest of the Stanford English Language Proficiency (SELP) test, may use Form B during the Spring 2005 Administration. To ensure proper scoring, the following sections of the student’s demographic pages in test/response booklets must be completed:

- **Section V—Disability Status.** Grid only one (the student’s primary disability if more than one disability exists).
- **Section AA—Special Test Accommodations.** Grid Circle 14—Read-aloud test items in English for the Reading subtest.

Note: Students who meet the above criteria may take all subtests of the SELP Test using FORM B.

(Updated 3/05)

### **Use of FORM A with Read-Aloud and Bilingual Dictionary Accommodations**

LEP students in grades 3, 5, and 8 who are classified at English language proficiency level 1 or level 2; or all LEP students in grades 3, 5, and 8 during their first year of enrollment in a U.S. school, regardless of their English language proficiency classification may use the SELP Reading subtest as a substitute for the Standards of Learning (SOL) English test (grade 3) and the SOL English: Reading test (grades 5 and 8).

First, eligible LEP students must take all subtests of the SELP Test using FORM B **without the (read-aloud and/or bilingual dictionary) accommodation(s)**. Section AA—Special Test Accommodation/Circle 14 and/or Circle 17 should not be gridded for any of the subtests on Form B. Scores will be included in the English language proficiency calculations submitted to the USED Office of English Language Acquisition (OELA).

Second, the same students must also take the Reading subtest of the SELP Test using FORM A **with the (read aloud and/or bilingual dictionary) accommodation(s)**. To ensure accurate scoring, the following sections must be completed:

- **Section M—RT-Code.** The student is taking the SELP Reading subtest as a substitute for the grade 3 SOL English test or grades 5 and 8 SOL English: Reading test. Completing the RT-Code in the response booklet will ensure that the score resulting from the accommodated administration is used for Annual Yearly Progress (AYP).
- **Section AA—Special Test Accommodation.** Grid Circle 14—Read-aloud and/or grid Circle 17—Use of the bilingual dictionary for the Reading subtest, as appropriate.

### **5.7.2 Use of Pre-Identification (Pre-ID) Labels**

If the Pre-ID label service has been ordered, instruct all STCs on the proper use and placement of the labels. Refer STCs to the instructions that Harcourt provides with your division's Pre-ID labels.

Please give special attention to the following:

- Check that labels are placed accurately. Appendix I shows a sample demographic page for placement.
- Apply one label to the demographic page located on the back cover of the student **test booklet** for Preliteracy Level—grades K–1 and Primary Level—grade 2.
- Apply one label to the demographic page located on the back cover of the student **response booklet** for Elementary Level—grades 3–5, Middle Grades Level—grades 6–8, and High School Level—grades 9–12.

### **5.7.3 Scoring Service Identification (SSID) Sheets**

An SSID Sheet (more commonly, “header sheet”) must be completed for each class or group of documents by grade (i.e., K, 1, 2, 3, 4, 5, and so on). Most of the information has been preprinted. A No. 2 pencil must be used to complete the form. Please be careful not to mix

grade levels behind an SSID Sheet (see Appendix I). It is important that the number of test/response booklets placed under the SSID Sheet is the same number gridded on the front side.

## 6. DUTIES OF THE DDOT: DURING TESTING

### 6.1 Maintain a Contingency Plan

Be prepared to coordinate and monitor adjustments in each school's testing schedule if inclement weather or other unforeseen events threaten or force school closures.

### 6.2 Monitor Test Administration

Be available for questions and problem resolution during the administration of the SELP Test.

Ensure that each school's test schedule is being met and that all secure materials are being handled properly by the STCs, Examiners, and the Proctors, if used.

### 6.3 Identify and Resolve Testing Irregularities

The Examiners will be instructed to immediately report any testing irregularities to the STC. As the DDOT, you will be called upon to resolve or mediate suspected or reported irregularities. A testing irregularity is any occurrence that may inappropriately influence a student's performance. Examples of testing irregularities include, but are not limited to the following:

- a student becomes ill during testing
- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to a student
- testing accommodations specified in a student's IEP or 504 management plan are not provided
- a student is provided an accommodation that is not specified in her/his IEP or 504 management plan
- an excessive disturbance or disruption occurs during the testing session
- a student's test booklet or used response booklet is missing
- any unused/unassigned test booklet is missing

All testing irregularities must be recorded on the *Test Irregularity Form* (Appendix K) and submitted to you within **24 hours** of occurrence.

In order to process the testing irregularities, it is important to:

- write legibly (please PRINT the description)
- complete the division and school name and codes

- include the name of each student involved ONLY if the student needs to be retested with an alternate form.
- include the correct form number.

While you are encouraged to resolve specific test irregularities, there may be times when it will be necessary to submit an irregularity to the Virginia Department of Education (VDOE) for resolution. When it is necessary to request resolution from the VDOE, sign the *Test Irregularity Form* in the appropriate space and fax it to the Division of Assessment and Reporting at 1-804-371-8978. Again, this must occur within 24 hours of your receipt of an irregularity report from a school.

#### **6.4 Plan for Make-Up Testing Sessions**

Students who are absent during the school division's testing window for the SELP Test must be provided with an opportunity to take on a make-up basis the subtest(s) they missed. All make-up testing sessions must occur within the divisions testing window and be completed in time for you to ship all scorable response booklets to Harcourt Assessment, Inc. in San Antonio, Texas, by the designated deadlines for Schedule 1 and Schedule 2. Score reports will be returned to school divisions within five weeks after Harcourt's receipt of alert-free scoreable response booklets.

## **7. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING**

### **7.1 Receive Scorable Test/Response Booklets**

After testing is completed, you will be responsible for the prompt and secure receipt of all test materials from each school.

STCs are to transmit their scorable test/response booklet to you as soon as possible after all test sessions, including all make-up sessions, have concluded. Each school's bundle(s) of test/response booklets should include a SSID sheet, and Spring 2005 SELP School Master File Sheet.

Using the original shipping cartons in which materials were delivered, each STC is to repackage the bundles of answer documents for the school. The STC has been instructed to label all cartons of scorable answer documents as "Scoreable Answer documents" and to place the appropriate completed SELP School Master File Sheet on top of box #1 of test/response booklets. The STC has been instructed to close all shipping cartons in such a manner that will allow you to re-open them easily upon receipt.

### **7.2 Verify Scorable Test/Response Booklets**

Working with one school's materials at a time, separate the scoreable test/response booklets by grade level and then by class. Make sure that you keep the school's test/response booklet bundles together with its SELP School Master File Sheet. Verify accuracy and completeness of the student demographic pages to ensure proper and timely scoring of test/response booklets.

Work through the following steps separately for the SELP School Master File Sheets and then for Division Master File Sheets. The following information must be carefully verified for each school and grade to ensure proper and timely scoring of test/response booklets.

### **7.2.1 School Master File Sheets**

For each school, there must be a completed School Master File Sheet at the top of that school's bundle(s) of test/response booklets. Form B and Form A (Elementary and Middle Grades levels) test/response booklets must be bundled separately. There will be space provided in the Elementary and Middle Grades levels on the School Master File Sheets to record the number of Form A response booklets.

Each School Master File Sheet must display the total number of bundled groups (Form B and Form A respectively) and the total number of scorable test/response booklets for each grade level within each school.

Verify that the number of bundles and the total counts of scorable test/response booklets recorded by the STC are correct. Remember that answer documents for students who did not test are to be included in this shipment and in the counts recorded on this form.

### **7.2.2 Division Master File Sheet**

Once a school's Master File Sheet has been verified, record the number of groups for each grade level (Form B and Form A) on the Division Master File Sheet. Set aside the School Master File Sheets and keep them for your records. Once packing of all boxes is completed, place the Division Master File Sheet at the top of the box labeled "1 of X." Ship only the Division Master File Sheet.

NOTE: Form B and Form A (Elementary and Middle Grades levels) test/response booklets must be bundled separately. There will be space provided to record the number of Form B and Form A test/response booklets on the Division Master File Sheet.

### **7.2.3 Paper-Banded Groups of Test/Response Booklets**

Verify that every paper band displays the corresponding school name and grade. Each bundle of test/response booklets should be wrapped with a paper band. The following information must be printed in the appropriate spaces on each bundle's paper band:

- Print the school's name in the space marked "School: \_\_\_\_\_" on the paper band.
- Print the grade of the students whose test/response booklets are in the bundle in the space marked "Grade: \_\_\_\_\_" on the paper band.
- Sequentially number the groups of documents for each grade level in a school building. Print this information in the space provided on the paper band: "1 of X," "2 of X," and so on.

## **7.3 Check Scoring Service Identification (SSID) Sheets**

There must be one SSID Sheet for every paper-banded bundle.

- The SSID Sheets must be the original scannable SSID Sheets received from Harcourt. If any photocopied SSIDs are found, please have it replaced with an actual sheet. Blank SSID Sheets will also be provided in the DDOT Kit.
- Sides 1 and 2 of each SSID Sheet must be completed properly (i.e., have all information gridded accurately).

### **Side 1**

- System.** Print the name of your division.
- City.** Print the name of your city.
- State.** Print “VA”.
- School.** Print the full school name.
- Grade.** Print grade tested.
- Test Date(S).** Leave blank.
- Teacher, Counselor, or Group.** Leave blank.
- Grade.** Grid the bubble for the grade tested.
- School Name.** Print and grid the school name.
- Number of Documents.** Print and grid the number of response booklets being sent back.
- School Code.** Leave blank.
- Otis-Lennon Separate Document Taken.** Grid the “NO” bubble.
- Calculator.** Leave blank.

### **Side 2**

- Teacher, Counselor, or Group.** Grid and print the correct name
  - Group Code.** Leave blank.
- Verify that all information is correct.
  - Make sure that the grade matches that bundle of test/response booklets.
  - Make sure that there are no mixed grade levels behind one header sheet.
  - Make sure the number of response or test booklets matches the number gridded in the box labeled “number of documents.”

## **7.4 Check for Proper Orientation of Scorable Test/Response Booklets**

- Side 1 of the SSID Sheets must face up with the black “timing tracks” along the left edge.
- The Test/Response booklets’ demographic page must face up with the “timing tracks” also along the left edge.

## 7.5 Pack Scorable Test/Response Booklets, Groups 1 and 2

**Group 1: Scoreable Test Books for grades K–1 and 2 (Form B)**

**Group 2: Scoreable Response Books for grades 3–12 (Form B and Form A)**

Pack the **Form B** scorable test/response booklets in the Harcourt boxes in which the test material arrived. The boxes have been designed to ship materials both from and back to Harcourt. The highest grade-level completed group of test/response booklets should be placed in the bottom of the box with each subsequent grade level on top. The Form B scorable test/response booklets **must** be bundled separately with an SSID sheet on top of each bundle be sure to record the number of Form B test/response booklets on the Division Master File Sheet under the Form B totals.

Pack the **Form A** scorable response booklets in the same manner as Form B. Be sure to record the number of Form A response booklets on the Division Master File Sheet under the Form A totals. Each bundle of Form A response booklets must have a separate SSID sheet. **Scorable Form A response booklets may be boxed with Form B, but must be bundled separately.**

Each DDOT has been provided with packing posters to assist in the packing sequence of materials (see Appendix Q).

## 7.6 Ensure Proper Sequence for Packing Scorable Test/Response Booklets

Schools and grade levels should be boxed in the order in which they are listed on the Division Master File Sheet. Materials from different schools or different grade levels must not be intermixed. Boxes can be filled by putting more than one school's materials into a single box as long as the materials remain in proper sequence.

**NOTE:** A packing poster has been provided to assist in the packing sequence of materials (see Appendix Q).

## 7.7 Ship Scorable Test/Response Booklets

Please return scorable test/response booklets according to the schedule outlined in Section 3 of this manual. Ship scorable SELP test/response booklets from the schedule 1 administration on or before May 6, 2005. Ship all scorable SELP test/response booklets from the schedule 2 administration on or before June 17, 2005.

### NOTE

The Form B test/response booklets must be counted and recorded on the Division Master File Sheet. SSID Sheets must be packaged on top of each bundle. Ship Form B scorable materials to Harcourt using the **orange** return labels and UPS “Next Day Air” shipping labels.

The Form A response booklets (Elementary and Middle Grades levels) bundled separately with the SSID sheets, must be counted on the same Division Master File sheet in the space labeled Form A. SSID sheets must be packaged on top of each bundle. Ship Form A scorable materials to Harcourt using the **pink** return labels and UPS “Next Day Air” shipping labels.

Form A response booklets may be shipped in boxes that also contain Form B test/response booklets, as long as they are bundled separately.

If Form B and Form A are boxed together, the box should have an orange label to designate “Scorable Form B Materials” **and** a pink label to designate “Scorable Form A Materials.” Ship using both orange and pink return labels and the UPS “Next Day Air” shipping labels.

- Use sturdy shipping cartons (if they remain in good condition, you can re-use those in which your materials were delivered). If needed, securely tape all edges of boxes to ensure that they do not break open in shipment.
- If any carton is not completely full, fill the empty space with crumpled paper. Do not use plastic or Styrofoam® “peanuts.”
- Count all of the cartons. Begin with the carton that contains the Division Master File Sheet.
- This carton will be “1 of X,” with the remaining cartons numbered “2 of X,” “3 of X,” and so on. Then, in the space provided on the labels, number the cartons sequentially.

## 7.8 Arrange UPS Pick-up of Scorable Test/Response Booklets

Please remember the following very important points:

- There is a deadline for receipt of scorable test/response booklets at Harcourt for each testing window. Ship scorable SELP test/response booklets from the schedule 1 administration on or before May 6, 2005. Ship all scorable SELP test/response booklets from the schedule 2 administration on or before June 17, 2005.
- You will need to contact UPS the day before you expect to have your shipment ready. Be sure to tell the customer service representative that the shipment is to be paid for by Harcourt Assessment (“Receiver of the Shipping Document”) and that you will be using preprinted shipping labels. If your building closes before 5 p.m., be sure to instruct UPS to arrive prior to 3 p.m.

- The Scoring Center's address and Harcourt's billing account codes are preprinted on the UPS Shipping Document. To avoid billing, use the UPS Next Day Air shipping labels that were enclosed in your DDOT Kit.

- Make sure scorable test/response booklets are shipped to this address:

**Harcourt Assessment, Inc.  
Scoring Center  
19500 Bulverde Road  
San Antonio, TX 78259**

- Before the driver arrives, double-check the following:
  - Has an **orange VA SELP Scorable Material** (Form B) or a **pink VA SELP Scorable Material** (Form A) label, or both orange and pink labels (Form B and Form A) been completed (including the carton number) and affixed to the **side** of each box? (See Appendix P.)
  - Has a **UPS Next Day Air** shipping label been completed and affixed to each carton?
- Store the sealed boxes in a locked, secure area until the UPS driver arrives. **Drivers have been instructed to pick-up materials from the main office.** Make sure that someone will be on site to meet the driver if you must leave. If you designate someone else to handle this UPS pickup, please provide them a copy of this page of instructions.

## **7.9 Verify Receipt of All Required Forms from Schools**

- *Examiner's/Proctor's Test Security Agreements*
- *School Test Security Agreement*
- *School Coordinator's/Examiner's Test Booklet Transmittal Form/Affidavit*
- *School Affidavit*

## **7.10 Complete and Return the Division Affidavit**

The DDOT should complete and return the *SELP Test Division Affidavit* (Appendix N) by **June 24, 2005**, to:

**Virginia Department of Education  
Division of Assessment and Reporting  
FAX: 1-804-371-8978**

## **7.11 Ensure Proper Sequence for Packing Secure, Non-Scorable Test/Response Booklets and Unused Material (Group 3)**

When packing secure, non-scorable and unused materials, for return, grade level items must be packed together. Materials from different schools can be intermixed. Please try to keep the used material separate from unused material. For example, if you have materials from three schools, organize your materials by level, and type, and then sort by material used or not used. Paper bands can be used to secure like material if needed. Boxes can be filled by

putting more than one level material into a single box as long as the materials remain in proper grade level sequence. The documents that need to be returned include the following:

- all DFAs—Form B (Preliteracy, Primary, Elementary, Middle Grades, and High School)
- Speaking booklets—Form B (grade 2, Primary level only)
- all used test booklets—Form B
- all unused test booklets—Form B

All **Form A** test booklets, response booklets, and Form A DFAs may be maintained in the school division in a locked, secure location if these materials are used for placement testing.

### **7.12 Pack Non-Scorable Secure Test Booklets and Unused Materials, Group 3**

Pack the secure, non-scorable test booklets and all unused material in the Harcourt boxes in which the test material arrived. The boxes have been designed to ship materials both from and to Harcourt. Ship non-scorable secure material to Harcourt in San Antonio, Texas, by July 15, 2005.

### **7.13 Complete the Division Non-Scorable Secure Testing Materials Return Affidavit**

- Verify that the number of items for each grade level has been recorded on the *Division Non-Scorable Testing Materials Return Affidavit* (Appendix O).
- Once packing of all boxes is completed, place the *Division Non-Scorable Testing Materials Return Affidavit* at the top of the Box labeled “1 of X.”

### **7.14 Ship Non-Scorable Test Booklets and Unused Materials, Group 3**

#### **Group 3: Non-Scoreable Material, DFAs, Used Test Booklets, and Unused Test booklets**

- Use sturdy shipping cartons (if they remain in good condition, you can re-use those in which your materials were delivered). If needed, securely tape all edges of boxes to ensure that they do not break open in shipment.
- If any carton is not completely full, fill the empty space with crumpled paper. Do not use plastic or Styrofoam® “peanuts.”
- Affix the **green VA SELP Non-Scorable Materials** label shipped to you in your DDOT it to the **side** of each sealed carton. On each label, enter the name of your school division in the corresponding blank (see Appendix P).
- Count the cartons. Then, in the space provided on the label, number the cartons sequentially. Begin with the carton that contains the *Division Non-Scorable Test Materials Return Affidavit*. This carton will be “1 of X,” with the remaining cartons numbered “2 of X,” “3 of X,” and so on.
- Use the **UPS-Ground TRAC** shipping labels that were contained in your DDOT Kit. Complete and affix one UPS-Ground shipping label to each carton.

## 7.15 Arrange UPS Pick-up of Secure Non-Scorable and Unused Materials

Please remember the following very important points:

- July 15, 2005, is the deadline for returning all secure non-scorable, unused materials to Harcourt.
- You will need to contact UPS the day before you expect to have your shipment ready. Be sure to tell the customer service representative that the shipment is to be paid for by Harcourt (“Receiver on the Shipping Document”) and that you will be using preprinted shipping labels. If your building closes before 5 p.m., be sure to instruct UPS to arrive prior to 3 p.m.
- The Scoring Center’s address and Harcourt’s billing account codes are preprinted on the UPS Shipping Document. To avoid billing, use the UPS shipping labels that were enclosed in your DDOT Kit.
- Make sure non-scorable and unused materials are shipped to this address:

**Harcourt Assessment, Inc.  
Scoring Center  
19500 Bulverde Road  
San Antonio, TX 78259**

- Before the driver arrives, double-check the following:
  - Has a **green VA SELP Non-Scorable Materials** label been completed (including the carton number) and affixed to the side of each box?
  - Has a UPS-GROUND shipping label been completed and affixed to each carton?
- Store the sealed boxes in a locked, secure area until the UPS driver arrives. **Drivers have been instructed to pick-up materials from the main office.** Make sure that someone will be on site to meet the driver if you must leave. If you designate someone else to handle this UPS pickup, please provide them a copy of this page of instructions.

## 7.16 Review Disposition of SELP Test Materials

The STC has been instructed to return all testing materials to you. You may dispose the following materials as per local procedures:

- DDOT Manual
- STC Manuals
- Form A Supplementary Directions
- voided response booklets (after actual scores are confirmed)
- unused response booklets
- unused Master File sheets

- unused SSID sheets
- unused UPS shipping labels
- unused return labels (orange, pink, and green)

If your school division uses the SELP Test Form A for placement, it may be maintained at the school division in a locked, secure location.

**THANK YOU**

**We appreciate your help and participation in the Spring 2005 Stanford English Language Proficiency (SELP) Test.**

**APPENDIX A**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**

**TEST SECURITY GUIDELINES**

Listed below are guidelines to assist those persons involved in the administration of the Stanford English Language Proficiency (SELP) Test in determining what actions may compromise test security or score validity. This list is not intended to include all possible actions that might violate the SELP Test security procedures.

1. Students must never be exposed to test items or to the answers to test items prior to or following test administration. Using test items in any form (including rewording test items) is **STRICTLY PROHIBITED**.
2. The tests must be administered to students strictly in accordance with the instructions outlined in the SELP Test *Directions for Administering*, (DFA). Directions must be read to students exactly as they are written.
3. No test item that will be scored to obtain student test results shall be used as a sample practice item for learning how to mark responses. Sample items are included in the DFAs to familiarize students with the format of the items and the procedures for marking their answers.
4. Photocopying of **ALL OR ANY PART** of a SELP Test booklet or taking notes about items included on the test is **STRICTLY PROHIBITED**.
5. All persons are prohibited from providing students with the answers to test items at any time (before, during, or after test administration has been completed). This includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal and/or non-verbal form (including chalkboards, charts, and bulletin boards).
6. All persons are prohibited from changing students' answers to test items, either by providing hints or clues to wrong answers during test administration or by erasing or correcting answers recorded by the student.
7. All known violations of the SELP Test security procedures shall be reported in writing, signed by the reported, and addressed to the Division of Assessment and Reporting, Virginia Department of Education. The Virginia Department of Education will request an investigation of any test improprieties and an implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Assessment and Reporting.

**APPENDIX B**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**

**EXAMINER'S/PROCTOR'S TEST SECURITY AGREEMENT**

I acknowledge that I will have access to the *Stanford English Language Proficiency Test Series* for the purpose of administering this test. I also acknowledge that I have read and understand the "Test Security Guidelines."

I understand that these materials are highly secure and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test, generally or specifically to anyone.
2. I will not copy any part of the test.
3. I will not allow access to the test materials to any student or to any other person not so authorized by the School Test Coordinator.

**Signature:** \_\_\_\_\_

**Print Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Division Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Signed Security Agreements should be filed locally.

This page may be photocopied.

**APPENDIX C**  
**Spring 2005**  
**Virginia Stanford English Language Proficiency Test**  
**SCHOOL TEST SECURITY AGREEMENT**

**School Name:** \_\_\_\_\_

The Virginia school named above acknowledges that the *Stanford English Language Proficiency Test Series* are secure and agrees to the following conditions of use to ensure the test's security:

1. a. The school will take all necessary precautions to safeguard all test materials by limiting access to persons within the school division with a responsible, professional interest in the test's security.  
b. All persons having access to the materials (other than students to whom the test is administered) will complete and sign the appropriate security agreements, affidavits, and transmittal forms as instructed by the Division Director of Testing and will observe all other security-related procedures established and required by the Virginia Department of Education. Copies of all completed forms and affidavits will be kept on file in the school division office.
2. a. The school will keep the test booklets in locked storage, except on actual testing dates, limiting access to those responsible for their security and to students taking the test.  
b. Secure student test booklets will be delivered to schools no earlier than 24–96 hours (1–4 school days) prior to testing. The school's coordinator will deliver the test booklets to Examiners no sooner than the date of testing.  
c. Test booklets will be kept secure until they are actually distributed to students.  
d. In no case will students be permitted to remove test materials from the room where testing takes place.
3. The school will not disclose or allow to be disclosed the contents of, or the scoring keys to, the test instrument.
4. Upon completion of testing, the school will ensure that all test materials are returned by school personnel to the Division Director of Testing.

By signing this agreement, I am assuring Harcourt Assessment, Inc., and the Virginia Department of Education that I and anyone having access to the SELP Test materials will abide by the above conditions.

**School Principal/Designee Signature:** \_\_\_\_\_

**Name (print):** \_\_\_\_\_ **Date:** \_\_\_\_\_

Signed security agreements should be filed locally.

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**APPENDIX D**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**

**DIVISION TEST SECURITY AGREEMENT**

**Division Name:** \_\_\_\_\_

The Virginia school division named above acknowledges that the *Stanford English Language Proficiency Test Series* are secure and agrees to the following conditions of use to ensure the test's security:

1. a. The school division will take all necessary precautions to safeguard all test materials by limiting access to persons within the school division with a responsible, professional interest in the test's security.  
b. All persons having access to the materials (other than students to whom the test is administered) will complete and sign the appropriate security agreements, affidavits, and transmittal forms as instructed by the Division Director of Testing, and will observe all other security-related procedures established and required by the Virginia Department of Education. Copies of all completed forms and affidavits will be kept on file in the school division office.
2. The school division will keep the test booklets and Directions for Administering (DFA) in locked storage, except on actual testing dates, limiting access to those responsible for their security and to students taking the test.
3. Secure student test booklets will be delivered to schools no earlier than 24–96 hours (1–4 school days) prior to testing. The school's coordinator will deliver the test booklets to Examiners no sooner than the date of testing.
4. Test booklets will be kept secure until they are actually distributed to students.
5. In no case will students be permitted to remove test materials from the room where testing takes place.
6. The school division will not disclose or allow to be disclosed the contents of, or the scoring keys to, the test instrument.
7. Upon completion of testing, the school division will ensure that all test materials are returned by school personnel to the Division Director of Testing.

By signing this agreement, I am assuring Harcourt Assessment, Inc. and the Virginia Department of Education that I and anyone having access to the SELP Test materials will abide by the above conditions.

**Signature:** \_\_\_\_\_  
Division Director of Testing Date

**Print Name:** \_\_\_\_\_

Signed Security Agreements should be filed locally.

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**APPENDIX E**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**

**DIVISION VERIFICATION OF RECEIPT OF  
TESTING MATERIALS/INVENTORY RECORD**

**Division Name:** \_\_\_\_\_

**NOTE:** Please maintain this information in the division file.

Grade Cluster	Level	SELP Assessment Materials	Quantity Received from HAI		Inventory Record: Quantity Returned from Schools after Testing		Additional Materials Received Reordered Overage	
			Form B	Form A	Form B	Form A	Form B	Form A
K-1	Preliteracy	Test Booklets		N/A		N/A		N/A
		Directions for Administering		N/A		N/A		N/A
2	Primary	Test Booklets		N/A		N/A		N/A
		Speaking Booklets		N/A		N/A		N/A
		Directions for Administering		N/A		N/A		N/A
3-5	Elementary	Test Booklets						
		Response Booklets						
		Directions for Administering						
6-8	Middle Grades	Test Booklets						
		Response Booklets						
		Directions for Administering						
9-12	High School	Test Booklets		N/A		N/A		N/A
		Response Booklets		N/A		N/A		N/A
		Directions for Administering		N/A		N/A		N/A

**DDOT Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**APPENDIX F**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**

**SCHOOL VERIFICATION OF RECEIPT OF  
TESTING MATERIALS/RE-ORDER FORM**

**School Name:** \_\_\_\_\_

**Directions:** Verify receipt of testing materials. If additional testing materials are needed, complete the Re-Order column and FAX to DDOT at: \_\_\_\_\_.

**NOTE:** Please maintain this information in the division file.

Grade Cluster	Level	SELP Assessment Materials	Quantity Received from DDOT		Inventory Record: Quantity Returned from Schools after Testing		Additional Materials Received Reordered Overage	
			Form B	Form A	Form B	Form A	Form B	Form A
K-1	Preliteracy	Test Booklets (5/Pkg)		N/A		N/A		N/A
		Directions for Administering		N/A		N/A		N/A
2	Primary	Test Booklets (5/Pkg)		N/A		N/A		N/A
		Speaking Booklets		N/A		N/A		N/A
		Directions for Administering		N/A		N/A		N/A
3-5	Elementary	Test Booklets (5/Pkg)						
		Response Booklets (5/Pkg)						
		Directions for Administering						
6-8	Middle Grades	Test Booklets (5/Pkg)						
		Response Booklets (5/Pkg)						
		Directions for Administering						
9-12	High School	Test Booklets (5/Pkg)		N/A		N/A		N/A
		Response Booklets (5/Pkg)		N/A		N/A		N/A
		Directions for Administering		N/A		N/A		N/A

**STC Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**APPENDIX G**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**

**DIVISION RE-ORDER FORM—**  
**NON-SECURE MATERIALS**

**Fax toll-free to:**

Harcourt Virginia SELP Test Program Coordinator, 1-800-634-0424

**Date:** \_\_\_\_\_ **No. of Pages:** \_\_\_\_\_

**School Division:** \_\_\_\_\_ **Division Number:** \_\_\_\_\_

**DDOT Name (print):** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Directions:** If additional test materials are needed from Harcourt Assessment, Inc., compile re-orders from all schools within the division. Complete Sections 1 and/or 2 of this form. To order, fax this form to Harcourt as soon as possible.

**Section 1: Reorder of Non-Secure Materials.** Provide total quantities for the division.

<b>SELP Non-Secure Materials</b>	<b>Quantity Ordered</b>
DDOT Testing Manual	
STC Testing Manual	
Speaking/Writing Training Manual	
Form A Directions for Administering Supplement	
Division Master File Sheet	
Blank SSID Sheet (Header Sheets)	
Paper Bands	
Return Labels—Orange	
Return Labels—Green	
Return Labels—Pink	
UPS Next Day Air Shipping Labels	

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**APPENDIX G, continued**

**DIVISION RE-ORDER FORM—  
SECURE MATERIALS**

**Fax toll-free to:**

Harcourt Virginia SELP Test Program Coordinator, 1-800-634-0424

**Date:** \_\_\_\_\_ **No. of Pages:** \_\_\_\_\_

**School Division:** \_\_\_\_\_ **Division Number:** \_\_\_\_\_

**DDOT Name (print):** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Section 2: Reorder of Secure Materials.** If additional testing materials are needed, provide total quantities needed for the division below.

<b>Grade Cluster</b>	<b>Level</b>	<b>SELP Test Materials</b>	<b>Qty Form B</b>	<b>Qty Form A</b>	<b>Comments</b>
K-1	Preliteracy	Test Booklets		N/A	
		Directions for Administering		N/A	
2	Primary	Test Booklets		N/A	
		Speaking Booklets		N/A	
		Directions for Administering		N/A	
3-5	Elementary	Test Booklets			
		Response Booklets			
6-8	Middle Grades	Test Booklets			
		Response Booklets			
9-12	High School	Test Booklets		N/A	
		Response Booklets		N/A	

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**Appendix H**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**

**SCHOOL TEST COORDINATOR'S/EXAMINER'S**  
**TEST BOOKLET TRANSMITTAL FORM/AFFIDAVIT**

**School:** \_\_\_\_\_

**Division:** \_\_\_\_\_ **Grade Cluster:** \_\_\_\_\_

**Directions:** Use this form to sign test booklets and *Directions for Administering* (DFA) "Out" and "In." List each Examiner's name and the number of booklets assigned to him or her in the first two columns. The Examiner initials the "OUT" column each day when receiving test booklets. The School Coordinator initials the "IN" column at the end of each day when test booklets are returned. (All "Out" and "In" columns may not be needed.) Both the Examiner and School Coordinator should count/verify the number of booklets distributed before initialing this form. After testing is completed, each Examiner must read all four security statements below and sign the "Examiner's Affidavit" column certifying that the security agreement was followed.

1. I received \_\_\_\_\_ and returned \_\_\_\_\_ DFAs.
2. I administered the Stanford English Language Proficiency Test according to the directions in the Directions for Administering.
3. I kept all materials secure when in my possession.
4. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
5. I have read the statements above and understand that I am certifying that they are true.

Examiner's Name (Print)	DFA Qty	Test Bks Qty	Day 1		Day 2		Day 3		Examiner's Affidavit (Signature)
			OUT	IN	OUT	IN	OUT	IN	

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**SAMPLE RESPONSE BOOKLET DEMOGRAPHIC PAGES, Page 1**

67441 40

**SELP Spring 2005  
Primary Level Form B**

<b>C DATE OF BIRTH</b>												
Month	Day	Year										
Jan												
Feb												
Mar	0	0	19	0	0	1	0	0	0	0		
Apr	1	1	20	1	1	1	1	1	1	1		
May	2	2		2	2	2	2	2	2	2		
Jun	3	3		3	3	3	3	3	3	3		
Jul	4	4		4	4	4	4	4	4	4		
Aug	5	5		5	5	5	5	5	5	5		
Sep	6	6		6	6	6	6	6	6	6		
Oct	7	7		7	7	7	7	7	7	7		
Nov	8	8		8	8	8	8	8	8	8		
Dec	9	9		9	9	9	9	9	9	9		
<b>D GENDER</b>												
<input type="radio"/> Female <input type="radio"/> Male												
<b>E RACE/ETHNICITY GRID ONLY ONE</b>												
<input type="radio"/> American Indian or Alaska Native <input type="radio"/> Asian or Pacific Islander <input type="radio"/> Black <input type="radio"/> (Not of Hispanic Origin) <input type="radio"/> Hispanic <input type="radio"/> White <input type="radio"/> (Not of Hispanic Origin) <input type="radio"/> Native Hawaiian <input type="radio"/> Unspecified												
<b>F GRADE</b>												
K	0	4	9									
1	0	5	10									
2	0	6	11									
3	0	7	12									
8	0	8	T									

A dashed rectangular box containing a barcode at the bottom left and a label area at the top right. The label area contains the text "Place Pre-ID Label Here" and a large black arrow pointing right.

ISBN 999-6214-78-9



9 789998 214781

STUDENT NAME

TEACHER

SCHOOL

SCHOOL DIVISION

GENDER

GRADE

DATE OF BIRTH

TEST DATE  
(Month/Year)

[illegible]

APPENDIX I, continued

SAMPLE RESPONSE BOOKLET DEMOGRAPHIC PAGES, Page 2

STUDENT NAME	
Last Name	First Name

Spring 2005  
STANFORD  
ENGLISH LANGUAGE  
PROFICIENCY TEST

<b>Q</b>	FIELD NOT USED
----------	----------------

<b>R</b>	STUDENT CATEGORY
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	

<b>S</b>	FIELD NOT USED
----------	----------------

<b>T</b>	SOA ADJUSTMENT
<input type="radio"/> LEP <input type="radio"/> Transfer	

<b>W</b>	FIELD NOT USED
----------	----------------

<b>M</b>	RT-CODE
<input type="radio"/>	
<b>N</b>	A-CODE
<input type="radio"/>	
<b>O</b>	FIELD NOT USED

<b>U</b>	FIELD NOT USED
----------	----------------

<b>X</b>	FIELD NOT USED
----------	----------------

<b>P</b>	AYP ADJUSTMENT
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	

<b>V</b>	DISABILITY STATUS GRID ONLY ONE
<input type="radio"/> 1 <input type="radio"/> 9 <input type="radio"/> 17 <input type="radio"/> 2 <input type="radio"/> 10 <input type="radio"/> 18 <input type="radio"/> 3 <input type="radio"/> 11 <input type="radio"/> 19 <input type="radio"/> 4 <input type="radio"/> 12 <input type="radio"/> 20 <input type="radio"/> 5 <input type="radio"/> 13 <input type="radio"/> 6 <input type="radio"/> 14 <input type="radio"/> 7 <input type="radio"/> 15 <input type="radio"/> 8 <input type="radio"/> 16	

<b>Y</b>	ADDITIONAL TEST CODES
<input type="radio"/> RECOVERY <input type="radio"/> RETEST <input type="radio"/> D-CODE <input type="radio"/> PT-CODE	

<b>Z</b>	TESTING STATUS
Listening	1 2 3 4 5 6 7 8 9 10 11 12
Writing	1 2 3 4 5 6 7 8 9 10 11 12
MARK ONLY ONE BUBBLE	
Reading	1 2 3 4 5 6 7 8 9 10 11 12
FOR EACH TEST NOT	
Direct Writing	1 2 3 4 5 6 7 8 9 10 11 12
ADMINISTERED	
Speaking	1 2 3 4 5 6 7 8 9 10 11 12

<b>AA</b>	SPECIAL TEST ACCOMMODATIONS																									
Listening	1	2	3	4	5	6	7	8	9	10	12	13	17	18	20	21	22	23	27	(A)	(B)					
Writing	1	2	3	4	5	6	7	8	9	10	12	13	17	18	20	21	22	23	27	(A)	(B)					
Reading	1	2	3	4	5	6	7	8	9	12	13	14	17	18	20	21	22	23	27	(A)	(B)					
Direct Writing	1	2	3	4	5	6	7	8	9	10	12	13	17	18	20	21	22	23	24	25	27	(A)	(B)			
Speaking	1	2	3	4	5	6	7	8	9	10	12	13	17	18	20	21	22	23	24	25	27	(A)	(B)			

## SAMPLE SCORING SERVICES IDENTIFICATION SHEET (SSID)

SIDE 1

SCORING SERVICE  
IDENTIFICATION SHEETFOR USE WITH NCS DOCUMENTS  
UNDER DOC. NO. 5-1-2001.THE SPECIFIC DIRECTIONS FOR THE USE OF THIS  
SHEET ARE GIVEN IN THE MATERIALS PROVIDED  
FOR THE TEST OR SURVEY BEING ADMINISTERED.  
PLEASE READ THEM.

PLEASE SUPPLY THE FOLLOWING INFORMATION:

SYSTEM LINEUP NAMECITY LINEUP CITY STATE STATESCHOOL LINEUP SCHOOLGRADE LINEUP GRADE TEST  
IF APPLICABLE DATE(S) LINEUP TEST-DATESTEACHER, COUNSELOR OR GROUP LINEUP TCORG  
IF DOCUMENTS BEING GROUPED WITHIN SCHOOL

## SCHOOL NAME

PRINT THE SCHOOL NAME IN THE ROW BOXES, ABBREVIATING IF NECESSARY TO FIT THE TWENTY SPACES; THEN MARK THE CORRESPONDING CIRCLE BELOW EACH BOX.

GRADE	X	X	S	L	U	G	X	S	C	H	O	O	L	X	N	A	M	E	X	X
PRE-K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(USE ONLY WITH PUBLISHER'S ADVICE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNGRADED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OTIS-LENNON SEPARATE DOCUMENTS TAKEN?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NUMBER OF DOCUMENTS

PRINT ONE NUMERAL PER BOX, RIGHT JUSTIFIED (e.g., 0032); THEN MARK THE CORRESPONDING CIRCLES.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SCHOOL CODE (optional)

1	2	3	4	5	6	7	8	9	0
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CALCULATOR NORMS

☐ YES

☐ NO

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TPC Reflective Bond™ 0927-106

19 20 21 22 23 24 25 A B C D E

015-499974-1

P306

SELP Subtests								Answer Document Circle Number	<div>APPENDIX J</div> <div>Special Test Accommodations Codes</div> <div>Stanford English Language Proficiency (SELP) Test</div> <div><i>The read-aloud (Circle 14) and the bilingual dictionary (Circle 17) accommodations are only available with use of the SELP Test Form A.</i></div>
Reading		Writing		Listening		Speaking			
LEP	SWD	LEP	SWD	LEP	SWD	LEP	SWD		
✓	✓	✓	✓	✓	✓	✓	✓	1	flexible schedule (includes breaks during test and multiple test sessions)
✓	✓	✓	✓	✓	✓	✓	✓	2	group size
✓	✓	✓	✓	✓	✓	✓	✓	3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
✓	✓	✓	✓	✓	✓	✓	✓	4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	✓	L	✓	L	✓	L	✓	5	amplification equipment (e.g., hearing aid or auditory trainer)
								6	large-print test (not available)
✓	✓	✓	✓	✓	✓	✓	✓	7	assistance with directions (i.e., simplifying or clarifying directions)
L	✓	L	✓	L	✓	L	✓	8	increased size of answer circles (e.g., enlarged copy of answer document)
								9	Braille test / Braille answer document (not available)
		✓	✓	✓	✓	✓	✓	10	reading in English of test items (except for Reading) If IEP calls for reading the Reading test aloud, see #14.
								11	audiotape version of test items (except for English:Reading) If IEP calls for using audiotape version of test, see #15 (not available).
		L	✓	L	✓	L	✓	12	interpreting (e.g., signing, transliteration) test items (except for English) If IEP calls for interpreting the Reading, see #16
								13	communication board / pictorial presentation (not available)
✓	✓							14	reading test items in English on the <i>Reading</i> <i>Non-standard</i>
								15	using audiotape version of the <i>Reading</i> (not available) <i>Non-standard</i>
								16	interpreting (e.g., signing, transliteration) test items on the <i>Reading</i> <i>Non-standard</i>
✓	S	✓	S	✓	S	✓	S	17	bilingual dictionary <i>Non-standard</i>
✓	✓	✓	✓	✓	✓	✓	✓	18	mark in test booklet or student responds verbally
								19	math aids (e.g., abacus, manipulatives) (not applicable)
L	✓	L	✓	L	✓	L	✓	20	large diameter pencil, special pencil, pencil grip
L	✓	L	✓	L	✓	L	✓	21	respond by word processor, typewriter, Braille
L	✓	L	✓	L	✓	L	✓	22	augmentative communication device
L	✓	L	✓	L	✓	L	✓	23	spelling aids: spelling checker, spelling dictionary
		L	✓					24	tape recorder (pre-writing only)
		✓	✓					25	dictation in English to a scribe (direct writing sample only) <i>Non-standard</i>
								26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) (not applicable) <i>Non-standard</i>
								27	other
								28	calculator with additional functions to those routinely supplied to all students (for gr 8 math and science) (not applicable) <i>Non-standard</i>
									Circles A and B are not available for any test. DO NOT GRID.

-  Black squares in either column indicate accommodations that are not available for these tests. DO NOT GRID.
-  Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT GRID.
-  Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT GRID.
-  These accommodations are available as needed.

\* LEP = Limited English Proficient

\*\* SWD = Students with Disabilities

This page may be photocopied.

**APPENDIX K**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**

**TEST IRREGULARITY FORM**

**Return the completed form to: STC / DDOT**

**Directions to the Examiner and/or School Coordinator:**

Describe this irregularity in the space below. Then the School Coordinator should forward this form to the DDOT for action. The School Coordinator must report testing irregularities to the DDOT within 24 hours of occurrence. **Include the name of each student involved in an irregularity.**

**Division Name:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Division/School Code (xxx-xxxx):** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Grade Cluster (check one)</b>	<b>Test Form</b>	<b>Subtest (check one)</b>
<input type="checkbox"/> Preliteracy K-1 <input type="checkbox"/> Primary 2 <input type="checkbox"/> Elementary 3-5 <input type="checkbox"/> Middle Grades 6-8 <input type="checkbox"/> High School 9-12	<input type="checkbox"/> Form A <input type="checkbox"/> Form B	<input type="checkbox"/> Pre-Writing <input type="checkbox"/> Pre-Reading <input type="checkbox"/> Listening <input type="checkbox"/> Writing Conventions <input type="checkbox"/> Reading <input type="checkbox"/> Direct Writing <input type="checkbox"/> Speaking

**Description of Irregularity:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Action Taken (to be completed by DDOT):** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**School Coordinator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DDOT Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Irregularity forwarded to the VDOE?      NO      YES      If Yes, Date: \_\_\_\_\_

For assistance with test irregularity resolution, fax to: Virginia Department of Education,  
Division of Assessment and Reporting, 1-804-371-8978.

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**APPENDIX L**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**



Harcourt Assessment  
 SELP Master File Sheet

Page 1

Division: CHESAPEAKE CITY  
 Code: 136  
 Contact: DR RICHARD RAWLS  
 Address: 369 BATTLEFIELD BLVD  
 ESC BUILDING  
 CHESAPEAKE VA 23322  
 Telephone: (757) 547-0545 x0000

Building Number	Building Name			Form A	Form B
136 8888	SPECIAL SITUATION	Grade 1	01	_____	_____
		Grade 2	02	_____	_____
		Grade 3	03	_____	_____
		Grade 4	04	_____	_____
		Grade 5	05	_____	_____
		Grade 6	06	_____	_____
		Grade 7	07	_____	_____
		Grade 8	08	_____	_____
		Grade 9	09	_____	_____
		Grade 10	10	_____	_____
		Grade 11	11	_____	_____
		Grade 12	12	_____	_____
		Kindergarten	K	_____	_____
136 0630	B M WILLIAMS PRIMARY	Grade 1	01	_____	_____
		Grade 2	02	_____	_____
		Grade 3	03	_____	_____

**TOTALS:** \_\_\_\_\_

For Scoring Center Use	Receiving Number	Order Number 105926253	Date Received
	Testing Program VASL5	Est N-Count	

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APPENDIX L, continued

SAMPLE SCHOOL MASTER FILE SHEET



Harcourt Assessment  
SELP Master File Sheet

Page 1

Division: CHESAPEAKE CITY  
Code: 136  
Contact: DR RICHARD RAWLS  
Address: 369 BATTLEFIELD BLVD  
ESC BUILDING  
CHESAPEAKE VA 23322  
Telephone: (757) 547-0545 x0000

Building Number	Building Name		Form A	Form B	
136 0630	B M WILLIAMS PRIMARY	Grade 1	01		
		Grade 2	02		
		Grade 3	03		
		Grade 4	04		
		Grade 5	05		
		Grade 6	06		
		Grade 7	07		
		Grade 8	08		
		Grade 9	09		
		Grade 10	10		
		Grade 11	11		
		Grade 12	12		
			Kinderqarten	K	

TOTALS: \_\_\_\_\_

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program VASL5	105928258 Est N-Count	

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**APPENDIX M**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**  
**SCHOOL AFFIDAVIT**

**Division Name:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

The school affidavit must be signed and dated by the School Test Coordinator, then signed and dated by the building principal, and returned to the Division Director of Testing. The Division Director of Testing must keep the signed affidavits on file.

**AFFIDAVIT**

I certify that, to my knowledge, no one in this building has copied, reproduced, or had improper access to the Stanford English Language Proficiency (SELP) Assessment test booklets or any questions from within the test booklets or information within the *Directions for Administering* (DFA). All SELP Test booklets, scorable test/response booklets, and DFAs have been returned to the Division Director of Testing.

**School Coordinator Signature:** \_\_\_\_\_

**Name (print):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Building Principal Signature:** \_\_\_\_\_

**Name (print):** \_\_\_\_\_ **Date:** \_\_\_\_\_

Signed Security Agreements should be filed locally.

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**APPENDIX N**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**  
**DIVISION AFFIDAVIT**

**Division Name:** \_\_\_\_\_

This affidavit must be signed and dated by the Division Director of Testing and maintained in the division files. The signed and dated affidavit must be returned by fax at 1-804-371-8978 to the Virginia Department of Education no later than June 24, 2005.

**AFFIDAVIT**

I certify that, to my knowledge, no one in the school division has copied, reproduced, or had improper access to the Stanford English Language Proficiency (SELP) Assessment test booklets or any questions from within the test booklet or information within the *Directions for Administering* (DFA). All SELP Test booklets, scorable test/response booklets, unused test/response booklets, and DFAs have been returned to my office as directed in the administrative manual.

**DDOT Signature:** \_\_\_\_\_

**Name (print):** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**APPENDIX O**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**

**DIVISION NON-SCORABLE TESTING MATERIAL RETURNED AFFIDAVIT**

**Division Name:** \_\_\_\_\_

**Directions:** List test material returning from your Division. Materials should be grouped by test item and testing level. All open material should be paper-banded together and marked as used or unused. Place this affidavit as the first item in the box, in the first box. Mark all boxes with the Green non-scorable box label, and label as 1 of \_\_\_\_.

Grade Cluster	Level	SELF Assessment Materials	Quantity Returned Form B	Quantity Returned Form A	HAI Received
K-1	Preliteracy	Test Booklets		N/A	
		Directions for Administering		N/A	
2	Primary	Test Booklets		N/A	
		Speaking Booklets		N/A	
		Directions for Administering		N/A	
3-5	Elementary School	Test Booklets			
		Response Booklets			
		Directions for Administering			
6-8	Middle Grades	Test Booklets			
		Response Booklets			
		Directions for Administering			
9-12	High School	Test Booklets		N/A	
		Response Booklets		N/A	
		Directions for Administering		N/A	

**DDOT Signature:** \_\_\_\_\_

**Name (print):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**APPENDIX P**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**  
**SAMPLE RETURN BOX LABELS**

<b>VA-SELP</b>	<b>(GREEN)</b>
<b>2005/VA1437</b>	
<b>NON-SCORABLE MATERIALS</b>	
Division # _____	
BOX # _____ OF # _____	
ISBN XXXXXXXXXX	

<b>VA-SELP</b>	<b>(ORANGE)</b>
<b>2005/VA1437</b>	
<b>SCORABLE MATERIALS</b>	
Division # _____	
BOX # _____ OF # _____	
ISBN XXXXXXXXXX	

<b>VA-SELP</b>	<b>(PINK)</b>
<b>2005/VA1437</b>	
<b>SCORABLE MATERIALS</b>	
Division # _____	
BOX # _____ OF # _____	
ISBN XXXXXXXXXX	

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**APPENDIX Q**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**  
**PACKING POSTER**

# Virginia SELF

Stanford English Language  
Proficiency Test

<b>Scorable Test Books</b>	<div style="text-align: right; background-color: #f0f0f0; padding: 5px; font-weight: bold;">Gr K, 1, 2</div> <p><b>Scorable Test Books</b> (Gr K, 1, 2) Materials are packed by school, by grade, and by class.</p> <p><b>Start with Box 1 of X.</b> (X=Total number of SCORABLE boxes)</p>
<b>Scorable Response Books</b>	<div style="text-align: right; background-color: #f0f0f0; padding: 5px; font-weight: bold;">Gr 3-12</div> <p><b>Response Books</b> (Grade 3 and Higher) Materials are packed by school, by grade, and by class.</p> <p><b>Start with Box 1 of X.</b> (X=Total number of RESPONSE BOOK boxes)</p>
<b>Non-Scorable Material</b>	<div style="text-align: right; background-color: #f0f0f0; padding: 5px; font-weight: bold;">Gr 3-12 USED Test Books All UNUSED Test Books</div> <p><b>TEST BOOKS</b></p> <p><b>Start with Box 1 of X.</b> (X=Total number of NON-SCORABLE MATERIAL boxes)</p>

**Call Harcourt at**  
**QUESTIONS? (800) 763-2306**

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**APPENDIX R**  
**Spring 2005**  
**Virginia Stanford English Language**  
**Proficiency Test**  
**DISPOSITION OF TEST MATERIALS**

Type	Testing Materials	Required Signature	Disposition	Date
Scorable Form B and Form A Test Materials, Schedule 1	<ul style="list-style-type: none"> <li>completed test/response booklets</li> <li>SSID sheets</li> <li>School Master File sheets</li> <li>Division Master File sheet</li> </ul>	None	<ul style="list-style-type: none"> <li>Packed in cartons with orange labels (and pink for Form A) and shipped by UPS Next Day Air to Harcourt Assessment, Inc.</li> <li>School Master File sheets retained locally in DDOT's file</li> </ul>	On or before 5/6/05
Scorable Form B Test Materials, Schedule 2	<ul style="list-style-type: none"> <li>completed test/response booklets</li> <li>SSID sheets</li> <li>School Master File sheets</li> <li>Division Master File sheet</li> </ul>	None	<ul style="list-style-type: none"> <li>Packed in cartons with orange labels and shipped by UPS Next Day Air to Harcourt Assessment, Inc.</li> <li>School Master File sheets retained locally in DDOT's file</li> </ul>	On or before 6/17/05
Form B Secure, Non-scorable and Unused Test Materials	<ul style="list-style-type: none"> <li>all DFAs</li> <li>Speaking booklets (Primary level only)</li> <li>all used test books</li> <li>all unused test books</li> </ul>	None	<ul style="list-style-type: none"> <li>Packed in cartons with green labels and shipped by UPS Ground to Harcourt Assessment, Inc.</li> </ul>	On or before 7/15/05
	<ul style="list-style-type: none"> <li>Division Non-Scorable Testing Materials Return Affidavit</li> </ul>	DDOT		
Form A Secure, Non-scorable and Unused Test Materials	<ul style="list-style-type: none"> <li>all Form A DFAs</li> <li>test books</li> <li>response booklets</li> </ul>	None	<ul style="list-style-type: none"> <li>May be maintained in the school division in a locked, secure location if these materials are used for placement testing –OR–</li> <li>Follow Form B Secure, Non-scorable and unused test materials disposition</li> </ul>	After 5/6/05 for the 2005–2006 school year

(cont.)

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## APPENDIX R, continued

Type	Testing Materials	Required Signature	Disposition	Date
Non-scorable, Non-secure Forms and Materials	<ul style="list-style-type: none"> <li>• Division Verification of Receipt of Testing Materials/Inventory Record</li> <li>• Division Re-order form</li> </ul>	DDOT	Retained locally in DDOT's file	After testing
	<ul style="list-style-type: none"> <li>• School Verification of Receipt of Testing Materials/Re-order form</li> </ul>	STC		
	<ul style="list-style-type: none"> <li>• Speaking/Writing Training Manual</li> </ul>	None		
	<ul style="list-style-type: none"> <li>• Examiner's/Proctor's Test Security Agreements</li> </ul>	Examiners/Proctors		
	<ul style="list-style-type: none"> <li>• School Test Security Agreement</li> </ul>	STC and Principal		
	<ul style="list-style-type: none"> <li>• Division Test Security Agreement</li> </ul>	DDOT		
	<ul style="list-style-type: none"> <li>• School Test Coordinator's/Examiner's Test Booklet Transmittal Form/Affidavit</li> </ul>	Examiners		
	<ul style="list-style-type: none"> <li>• Test Irregularity Form(s) (if needed)</li> </ul>	STC/DDOT	Faxed to VDOE and retained locally in DDOT's file	Faxed in 24 hours
Non-scorable, Non-secure Test Materials	<ul style="list-style-type: none"> <li>• DDOT Manual</li> <li>• STC Manual</li> <li>• Form A Supplementary Directions</li> <li>• voided response booklets (after actual scores are confirmed)</li> <li>• unused response booklets</li> <li>• unused Master File sheets</li> <li>• unused SSID sheets</li> <li>• unused return labels and UPS shipping labels</li> <li>• unused packaging labels (orange, pink, and green)</li> </ul>	N/A	Dispose of as per local instructions	after testing









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ISBN 999-8214-89-0



1 2 3 4 5 6 7 8 9 10 11 12 A B C D E